

# THE Leader

  
American Federation of  
School Administrators  
AFSA, AFL-CIO

Volume 96, Fall 2019

A NEWSLETTER OF THE AMERICAN FEDERATION OF SCHOOL ADMINISTRATORS

## San Diego Unified School Leaders Join AFSA

More than 500 San Diego Unified School District principals, vice principals, school police supervisors, operations managers, and education, food and transportation supervisors have taken a major step to enhance their clout by joining the American Federation of School Administrators, AFL-CIO (AFSA).

The affiliation of the Administrators Association of San Diego City Schools (AASD) with the national union will give local school leaders a greater voice and stronger protections as they serve San Diego Unified students and families.

"This is a new day for the San Diego Unified School District," said AFSA President Ernest Logan. "The AASD affiliation is a milestone for the union that will give a stronger voice—locally, statewide and nationally—to school leaders in San Diego Unified. This new power will enhance their ability

to deliver a better education to the children of this community."

AFSA represents 20,000 school administrators in nearly 100 school districts nationwide. AASD members serve the more than 121,000 students learning in the San Diego Unified School District's 226 schools.

"AASD unionized 10 years ago and we have worked hard to have a united voice for our members on both instructional and operational issues," said Dr. Jolie Pickett, president of AASD/AFSA Local 134. "By joining AFSA, we will now partner with the leaders of other school districts to have a stronger union and a united voice at the national level."

"Teachers and other educators around the United States are speaking up for

*continued on page 15*

### Chicago Principals Accuse District of Misleading Public in Teacher Negotiations

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*See page 4*

### Civics Education Now

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*See page 7*

### What Does Your School's Emergency Plan Look Like?

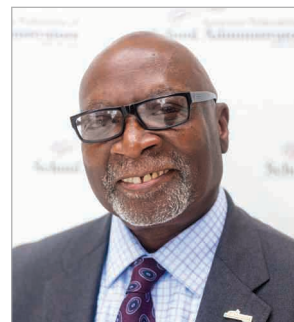
*According to a 2017 Motorola Solutions School Communications survey, 92% of schools say that creating a safe environment is a priority, but only 25% of schools report they have achieved their goal.*

*See page 9*



AASD leadership team receives its charter from AFSA's executive officers.

# It's Time to Activate and Mobilize for Change



AFSA President Ernest Logan

We are living through a national movement to save our public schools. Teachers and students are fed up enough to raise their voices against unacceptable conditions.

In 2018, teachers began to strike for decent pay and learning conditions, and students became a national force for sane gun laws. This movement has taken off in red and blue states. Something is going on—and school leaders should be in the forefront of it.

We are ripe for action. In the aftermath of the anti-union *Janus* decision, education unions actually have become stronger, including those that represent administrators. And at a national level, more local groups are interested in joining AFSA—like the Administrators Association of San Diego City Schools, which has just come onboard.

School leaders are recognizing the power of standing together to provide quality education in the face of forces that would roll back your rights, scale down your benefits and replace public schools with voucher schemes and for-profit private schools.

Who better than you to shape the policies that make or break our schools? You are born leaders: vocal and opinionated, yet diplomatic and able to work across the spectrum of opinions and beliefs. Your voice in public policy and advocacy has been muted by your small numbers and a tradition of staying out of politics. But in this time of massive public education cuts

and privatization, you have to take a position for the children's sake. And no matter what you call it, it's all politics.

If your buildings are run down, your classrooms overcrowded or your instruction time eaten up by high-stakes testing, go public or support your parents when they do. That's political, but it's not partisan. No one is going to argue against getting the lead out of the pipes or linking a panic button from the school to the police station. Make yourselves heard at community forums, at lobbying days, on expert panels, on TV and in local newspapers. Your unions and associations will have your back, and so will your parents. If parents see you as allies in the fight for their children, they will support and insulate you. You will form a powerful, united front.

Your local politicians also are your natural allies. They crave your attention. Welcome them into your school. Invite them to speak to your PTA, judge debates, swear in your student council officers and be your commencement speakers. When you need these officials, they will know who you are already. Encourage them to seek your opinion on everything that matters to children: What do you have to say about the proposed tax cuts? What do you think about arming teachers? And if they do not seek out your opinion, call and give it to them!

But this is a historic moment, and some educators think they can do it better themselves. In 2018, according to the

NEA, 1,800 educators ran for seats in legislatures across the country. Others ran for governor, lieutenant governor and national office. The majority ran for the local school board. While most were K–16 teachers, school administrators began to run, too.

They ran in Chicago, Concord, New Hampshire, North Carolina, New York City and Oklahoma City. Those numbers should increase. Your passion for children's issues, and your foresight around consequences, make you formidable candidates. You are uniquely positioned to be heard not only on education, but on all matters affecting children: housing, transportation, crime and safety, drug trafficking and health care.

This new activism still is percolating. Teachers might be back out there in towns where they won concessions and then were betrayed. Students might be out there over new causes like climate change. Maybe your role has yet to unfold, but as long as you focus on what schools and kids need, you will galvanize those around you. One thing we learned from recent teacher strikes was that ordinary people stand up for their local schools. Remember, the buck stops with you when it comes to student achievement, so you have a right to demand everything you need for success.

It is time to start asking yourself, "what can I do to make a difference?" ■

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*The Leader is a member of the  
International Labor  
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# AFSA Member Robert Motley Selected President- elect of NASSP

AFSA Local 36 member Robert Motley, principal of Atholton High School in Columbia, Maryland, has been selected to serve as the 2019–20 president-elect of the National Association of Secondary School Principals.

Motley has been a member of the NASSP board for four years and served as the chair of the NASSP Programs and Services Committee. Additionally, he was the board liaison to the Student Leadership Advisory Committee, where he worked with exceptional student leaders from around the country to advocate on Capitol Hill and shape the national student voice initiative.

In 2006, Motley was recognized as the Maryland State Assistant Principal of the Year by the Maryland Association of Secondary School Principals. He earned his undergraduate degree at the University of Maryland-College Park in French language and foreign language secondary education, and his master's degree at The George Washington University in elementary and secondary educational administration and supervision. He currently is seeking his Ph.D. in instructional leadership at Notre Dame of Maryland University.

AFSA President Ernest Logan said this marked a new day for the two organizations. "While we have worked closely together on advocacy over the past few years, having an NASSP leader who understands the value of collective bargaining and unions can help spread the word to school leaders all around the country."



"Robert has been a valuable member of the NASSP Board of Directors and we are thrilled that he [is] our next president-elect," said NASSP Executive Director JoAnn Bartoletti. "Robert will lend his voice, expertise and experience to our efforts to develop strong school leaders, providing the support they need to foster healthy and safe school communities, and champion student leadership and equality."

Motley will serve under 2019–20 NASSP President Peter Kruszynski until Aug. 1, 2020, when he will succeed to the NASSP presidency.

The National Association of Secondary School Principals is a voice for principals and other school leaders across the United States. NASSP seeks to transform education through school leadership, recognizing that the fulfillment of each student's potential relies on great leaders in every school committed to the success of each student. ■

# Chicago Principals Accuse District of Misleading Public in Teacher Negotiations

Chicago Public Schools officials blatantly mischaracterized—to teachers and the public—what principals want the district to negotiate in the new teacher contract, according to a report released by the Chicago Principals and Administrators Association (CPAA/AFSA Local 2).

The report—sent to both the district and to the Chicago Teachers Union—asserts that CPS CEO Janice Jackson made false or misleading statements to the Chicago Sun-Times about principals being on the bargaining team in order to lend credibility to the district’s demand that the Chicago Teachers Union agree to convert two weekly teacher-directed preparation periods into principal-directed periods.

Jackson herself claimed principals were on the bargaining team to add “gravitas” to the district’s contract demands. However, nearly 70% of principals oppose that element of the district’s contract proposal. The report also illustrated principals overwhelmingly support CTU’s demand for 30-minute morning preparation periods.

The report excoriated the district’s continued failure to include principal representatives in the negotiations. CPAA President Troy LaRaviere wrote in an email to the district, “In May, Mayor Lightfoot gave her word that principals from CPAA would be at the table when determining CPS policy.”

Currently, principals are not included, and the district’s current ill-advised path at the bargaining table is what happens when our members are excluded from that table. “Without the voice of school leaders in helping create policies to educate our children, we are undermining our ability to develop academic environments that support success,” said LaRaviere. “These policies at the end of the day have to help kids, and if you don’t have a principal’s input, that’s less likely to happen.”

CPAA’s report also includes the results of a new survey of principals providing their thoughts and opinions on some of the key issues at stake at the CPS/CTU bargaining table. The findings include:

- A supermajority (68%) of principals and assistant principals are opposed to the district’s proposal to reduce teacher-directed preparation time and increase principal-directed preparation time.
- School leaders who support the proposal have important concerns that could be addressed by adopting other policies that a majority of both teachers and principals support, or through more targeted strategies.
- 92% of school leaders want 30-minute morning teacher preparation time restored. This is also a CTU demand, which makes it an area of agreement between principals and teachers.
- 93% want full-day professional development opportunities for their teachers and 74% want four to eight full teacher PD days per year. ■

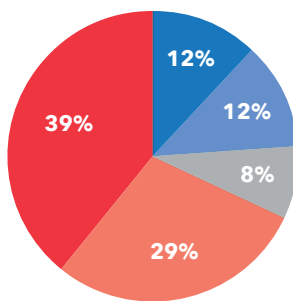
## THE ISSUE

### Principal- vs. Teacher-directed Preparation Time

We asked more than 300 school administrators whether they agreed or disagreed with the following statement:

**The district should reduce the number of self-directed teacher preps from four per week to two per week in order to create two additional principal-directed preps each week.**

● Strongly Disagree   ● Strongly Agree   ● Neutral  
● Disagree   ● Agree



**68%** of school leaders oppose the district’s preparation time proposal, and **76%** are either opposed or indifferent.

An overwhelming majority of principals and assistant principals (68%) are opposed to the district’s preparation time proposal; 8% are neutral, and 24% support it.



# Study: Easing Fears of Fitting In Can Prevent Middle School Slump

Proactively addressing students' anxieties with clear and cost-effective messaging early in the school year can lead to a lasting record of higher grades, better attendance and fewer behavioral problems for sixth graders embarking on their stressful first year of middle school, according to a new study by education researchers at the University of Wisconsin-Madison.

The study, published in *Proceedings of the National Academy of Sciences*, the journal of the National Academy of Sciences, traces those benefits to a difference-making change in attitude and positive well-being reported by students after two brief, reassuring classroom activities, known as interventions, seasoned with peer success stories and designed to boost students' sense of belonging.

The interventions, in the form of reading and writing exercises, are targeted to ease sixth graders' fears about "fitting in" at their new schools, with a message that the angst they're feeling is "both temporary and normal," the paper says, and that help is available from school staff.

According to lead author Geoffrey D. Borman, the report is saying "there's not something unusual or different about you, but this is just an issue that is difficult for a lot of

kids when they make the transition to middle school. And that there's support available, both academically and socially. You'll make new friends, you'll discover that you fit in, and teachers and other adults in the building are there to help you."

Borman's research team found that, compared with a control group of sixth graders who received a neutral reading and writing activity, those in the study group experienced post-intervention effects that:

- reduced disciplinary incidents by 34%;
- increased attendance by 12%; and
- reduced the number of failing grades by 18%.

The paper spells out the pathway that led to these impacts, as borne out in school records and students' completion of surveys measuring their attitudes pre- and post-intervention.

"The kids internalized this message, they worried about tests less, they trusted their teachers more and sought help from adults," Borman says. "They also felt like they belonged in the school more, and because they felt more comfortable, they didn't act out as often and they showed up more. All of those things explain how this intervention (finally) affects kids' grades."

Borman and his team developed the intervention for the study based on prior work by social psychologists and brainstorming internally about what sixth graders need to know to feel better about fitting in socially and measuring up academically in middle school. They also tested the wording and presentation of their proposed messaging with student focus groups.

Existing literature makes clear that the transition to middle school is a high-stakes one, Borman notes, with a marked and lasting decline in teens' academic performance often beginning with a rocky start in middle school. Educators know that the upheavals of moving to a new school are a bad fit with the increased self-awareness, heightened sensitivity to social acceptance and other physical and psychological changes that young teens already are experiencing.

Surprisingly, though, few interventions have been developed to address it, Borman says.



*continued on page 15*



# New Voluntary Benefits for the Members of American Federation of School Administrators



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# Civics Education Now

A nearly unanimous 97% of Americans say public schools should be teaching civics, including 70% who say it should be required, according to a national poll released in September.

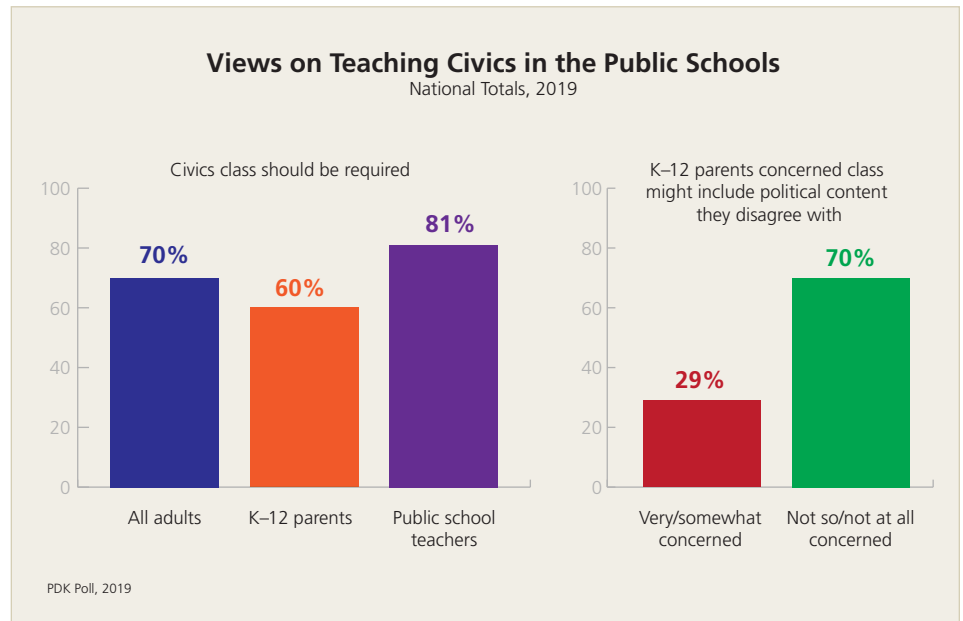
Gallup and Phi Delta Kappa, a professional association for educators, have produced the PDK Poll on the public's attitudes toward the public schools since 1969.

AFSA long has advocated mandating civics in our schools. At the 2018 AFSA Convention, President Ernest Logan called on the delegates to push for a return to civics education.

"We put citizenship and history on the back burner in our schools, and it is past time that everyone in this room, and AFSA as a whole, calls upon each and every school in the nation to restore history and citizenship—or call it government—to the top of the curriculum," he declared then.

A report by Education Week in October 2018 found that most states required history, but not civics. They write, "high school students spend far more time in school learning about America's history than they do learning about its civic values. The results show that while most states require students to study civics, just eight require them to take a yearlong civics or government class in order to graduate. In comparison, a year of U.S. history is a graduation requirement in 31 states. This comes on top of any U.S. and state history mandates focused on the lower grades."

"Civics should be mandatory. If students don't know the basics about the society in which they live, how can we expect them to be good citizens?" said a high school teacher in suburban Delaware.



The poll's finding on civics was buttressed by another finding: Nearly four in five parents (78%), all adults (79%) and teachers (85%) say schools should teach values as well as factual information. Nearly nine in 10 adults ages 65 and older (89%) are especially keen on this approach, and moderates (85%) and conservatives (80%) are more likely than liberals (69%) to support this idea. Those who want to see schools focus on core academics are less inclined to favor teaching values (64% of those polled).

The question becomes whose values.

"I don't want my child attending a school where they're told America is the best and never does anything wrong, because that simply isn't true. But teaching students to be proud of being an American and ways they can honor their country or support their fellow Americans is important," said a mother of a high school student in urban Pennsylvania. ■

**"This is a touchy subject area. I think civics—citizenship, democracy, the role of the government—are all good subjects to teach. It would take the right kind of teacher to do this. They can't introduce their biases in the teaching of these subjects, and, yes, they should be a required class. Learning the proper way to challenge authority and protest are valuable lessons for our youth."**

— Frederick, 71, grandfather and guardian for his grandson in urban Massachusetts

# School Panic Button Legislation Introduced in Congress

Installing panic buttons connected to law enforcement in every school across the country is the goal of a bipartisan group of members of Congress who are taking a commonsense school safety concept that originated in New Jersey and seeking to extend it nationwide through federal legislation.

This summer, Reps. Roger Williams (R-Texas) and Ted Deutch (D-Fla.) introduced H.R. 3665, the School Violence Prevention and Mitigation Act of 2019, which would create a federal grant program for schools to conduct security risk assessments and harden themselves, including requiring the installation of panic buttons for all schools receiving grants.

Originally sponsored by New Jersey Assemblyman Ralph Caputo and signed into law by N.J. Gov. Phil Murphy (D) this year, “Alyssa’s Law” requires that each public elementary and secondary school building in the state be equipped with at least one panic alarm for use in a school emergency, including active shooter situations. AFSA’s New Jersey affiliate endorsed this bill and worked hard for its passage.

Caputo first introduced the bill shortly after the Sandy Hook Elementary

school shooting in Newtown, Connecticut, where 26 children and educators were killed, including the school principal and AFSA member Dawn Hochsprung. “The panic alarm gives people an opportunity to notify the police directly without exposing themselves. It’s not going to solve all the problems with guns, but it can save lives,” said Caputo.

AFSA President Ernest Logan said “this bill represents the continuation of an important conversation about ensuring the safety of our students and our educators.”

While AFSA has worked hard to increase funding for federal programs that support student mental health services and subsidize the hiring of more school counselors, psychologists and psychiatrists, securing school buildings with commonsense technology like panic alarms is an important part of the safety equation.

The School Violence Prevention and Mitigation Act is a step forward in protecting our schools; AFSA looks forward to working with its authors to refine its current language. In particular, we would like to see panic buttons fully funded in this bill, as they are in the New Jersey law. ■



*“The panic alarm gives people an opportunity to notify the police directly without exposing themselves. It’s not going to solve all the problems with guns, but it can save lives.”*

—New Jersey Assemblyman  
Ralph Caputo

## Top Trends in School Safety



### Safety is Top of Mind

Majority of educators report that creating a safe, secure environment is a priority.



### Manage Multiple Devices

Majority of respondents struggle to connect all the devices needed to communicate with one another.



### Solely Using Analog

Educators acknowledge they are not resizing the full value of digital technology.



### Note Lack of Funding

Most respondents note insufficient funding is the primary reason for not improving communications.

Data: Motorola Solutions



# What Does Your School's Emergency Plan Look Like?

According to a 2017 Motorola Solutions School Communications survey, 92% of schools say that creating a safe environment is a priority, but only 25% of schools report they have achieved their goal.

This summer, some of AFSA's leadership and staff met with BearCom, a communications company that designs and delivers high-performance wireless voice and data communications solutions that boost operating efficiency and increase safety in a number of industries, including schools. They offered a basic checklist as a starting point to review emergency communications.

In addition, Motorola Solutions provides free grant assistance for school communications needs. For more information and possibly funding, visit [www.educationgrantshelp.com/Motorola-EDUGH-Grant-Assistance/](http://www.educationgrantshelp.com/Motorola-EDUGH-Grant-Assistance/).

According to BearCom.com, a score of less than 22 means it's time to update your communications safety plan. ■

Scorecard Questions		Yes	No	Needs Improvement
1	Do you have solutions for staff communications so that your team can work more effectively with first responders?			
2	Do the right staff members have the devices they need to respond in an emergency?			
3	Is your staff trained how to use two-way radios in an emergency?			
4	Does your radio coverage extend to the buses?			
5	Can your staff restrict intruder access fast?			
6	Does your school comply with Emergency Responder Radio Coverage (ERRC) code?			
7	Do your facilities have adequate signal coverage in areas such as stairwells, pump rooms, underground areas, etc.?			
8	Do you have video cameras in place that show activities inside and outside of your building?			
9	Can your school share voice, data and surveillance video with first responders in real time?			
10	Has your school developed a strong Emergency Operations Plan?			
11	Does your staff have the expertise needed to make your School Zone a Safe Zone?			

Scoring, each answer:

Yes = 2 points • No = 0 points • Needs Improvement = 1 point

TOTAL SCORE

Scorecard courtesy of BearCom.com

## NEW STUDY:

# Educators Must Be Offered Better Opportunity



Countries need to make the teaching and school leadership professions more financially and intellectually attractive to meet a growing demand across the world for high-quality teachers, according to a new Organisation for Economic Co-operation and Development report.

Based on the OECD's Teaching and Learning International Survey (TALIS), the report, "Teachers and School Leaders as Lifelong Learners," says that attracting the best and brightest to the profession will be essential to ensure young people are given the skills they will need to thrive in tomorrow's world of work.

About 260,000 teachers and school leaders at 15,000 primary, lower- and

upper-secondary schools from 48 countries and economies took part in this third edition of the survey. Through the voices of teachers and school leaders, it aims to help strengthen the knowledge and skills of the teaching workforce to support its professionalism.

The report's findings show that much still needs to be done to give teachers better opportunities to prepare for tomorrow's world. Little more than half of teachers across participating OECD countries received training in the use of technology for teaching, and less than half felt well prepared when they joined the profession. Yet, two-thirds of teachers report that the most useful professional development they took part in focused on innovation in their teaching.

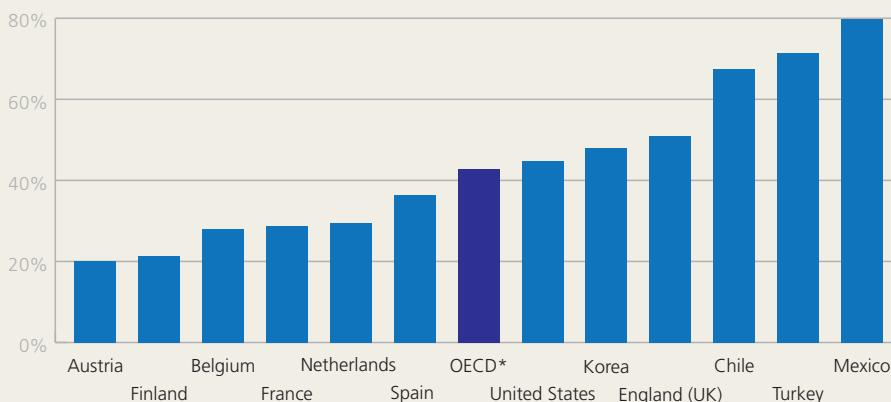
"The acceleration of technological, economic and social changes makes it imperative that our education systems adapt almost in real time," said Ludger Schuknecht, OECD deputy secretary-general, upon launching the report in Paris. "Policy makers should work closely with teachers and school leaders, and leverage their expertise to help students succeed in the future world of work."

"The quality of an education system can never exceed the quality of its teachers," said Andreas Schleicher, OECD director for education and skills. "Governments should empower their teachers and school leaders with the trust and autonomy they need to innovate and instill a collaborative culture in every school. They also need to better recognize the importance and value of involving teachers in designing better practices and policies to create classrooms fit for the future."

Schools appear to be recognizing the value of innovative teaching in responding to the challenges of the 21st century, according to the survey. The vast majority of teachers and school leaders say their schools are open to innovative practices and have the capacity to adopt them. On average across OECD countries in TALIS, 78% of teachers also report that they and their colleagues help each other implement new ideas. However, teachers in Europe are less likely to report such openness to innovation.

### Use of ICT for Teaching

% of teachers who felt "well prepared" or "very well prepared" for the use of ICT for teaching



\* Selected countries displayed; the average refers to the 31 OECD countries that participated in TALIS 2018.  
Source: OECD, TALIS 2018 Database

The report finds that recent changes in migration flows have affected the makeup of classrooms. Almost one-third of teachers in OECD countries report they work in schools where at least 1% of the student population are refugees, and 17% of teachers work in schools where at least 10% of the students have a migrant background.

Some 95% of school leaders report that their teachers think children and young people should learn that people of different cultures have a lot in common. About 80% of teachers report working in schools that have integrated global issues throughout the curriculum, as well as teach their students how to deal with ethnic and cultural discrimination.

Other key findings include:

### Teaching as a career

Teaching was the first-choice career for two out of three teachers in participating OECD countries, but only for 59% of male teachers, compared with 70% of female teachers.

Some 90% of teachers cite the opportunity to contribute to children's development and society as a major

motivation to become a teacher, and only 61% say the steady career path offered by teaching was an important part of their decision making.

### Teacher profiles

Teachers are, on average, 44 years old, ranging from an average age of 36 in Turkey to 50 in Georgia. Most teachers are women (68%), except in Japan (42%), while only 47% of principals are women.

### In the classroom

In OECD countries and economies participating in TALIS, only 78% of a typical lesson is dedicated to teaching, with the rest spent on keeping order (13%) and administrative tasks (8%).

Classroom time spent on actual teaching and learning is much lower in schools with high concentrations of students from socioeconomically disadvantaged homes. Differences are particularly marked in Alberta (Canada), Australia, Austria, Belgium (Flemish community), England, France, Saudi Arabia, South Africa and the United States.

Relations between students and teachers have improved in most countries since 2008, with 95%

of teachers agreeing students and teachers usually get along well with each other. However, 14% of principals report regular acts of intimidation or bullying among their students.

### Professional development

More than 90% of teachers and principals attended at least one professional development activity in the year prior to the survey. But only 44% of teachers take part in training based on peer learning and networking, despite collaborative learning being identified by teachers as having the most impact on their work.

Approximately half of teachers and principals surveyed reported that their participation in the professional development available to them is restricted by scheduling conflicts and lack of incentives. ■

*The report, "Teachers and School Leaders as Lifelong Learners," together with country notes, is available at [www.oecd.org/education/talis/](http://www.oecd.org/education/talis/).*

## Anti-Union Scalia to Run Labor Department

The GOP-run Senate approved the nomination of right-wing corporate lawyer Eugene Scalia on a party line, 53–44, to serve as the U.S. secretary of labor.

The confirmation process for Scalia, son of the late right-wing U.S. Supreme Court justice, came over strenuous objections from Democrats and AFL-CIO unions, including AFSA.

"He is no friend of labor and people who work," said AFSA President Ernest

Logan. "When he has a choice between standing up for everyday people or big corporations, he sides with the rich and powerful businesses."

"He's as bad as his dad," one pro-worker labor lawyer said of Eugene Scalia. "This guy will be 'full steam ahead' on pro-business deregulation."

Scalia's anti-worker, ideological record scuttled GOP President George W. Bush's nomination of him in 2003 to be confirmed as the regular



solicitor of labor. Scalia was a "recess appointment" to the job when the Senate wasn't in session, but he was so controversial that the Senate Health, Education, Labor and Pensions Committee never recommended him for the permanent post. ■

# Who's Spending the Most on Their Students?

The amount spent per pupil for public elementary-secondary education for all 50 states and the District of Columbia increased by 3.2% to \$11,762 during the 2016 fiscal year, according to the U.S. Census Bureau.

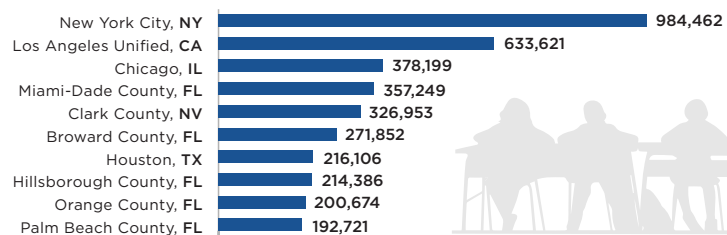
Of the 51 jurisdictions, New York (\$22,366), the District of Columbia (\$19,159), Connecticut (\$18,958), New Jersey (\$18,402) and Vermont (\$17,873) spent the most per pupil in 2016. California (9.8%), Washington (7.4%), Hawaii (7.0%), Utah (5.8%) and New York (5.5%) saw the largest percentage increases in current spending per pupil from 2015 to 2016.

Of note, five of the top six school districts in the nation in per-pupil spending have school leaders represented by AFSA.

Within public school systems, Mississippi (14.6%), Arizona (13.8%), South Dakota (13.5%), New Mexico (13.5%) and Montana (12.4%) received the highest percentage of their revenues from the federal government, while public school systems in New Jersey (4.1%), Connecticut (4.2%), Massachusetts (4.4%), New York (5.1%) and Minnesota (5.3%) received the lowest. ■

## Top 10 Largest School Districts by Enrollment and Per-Pupil Current Spending

### ENROLLMENT



### PER-PUPIL CURRENT SPENDING\*



\* Note: Top 10 school districts out of the 100 largest by enrollment.

United States<sup>®</sup>  
**Census**  
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U.S. Department of Commerce  
Economics and Statistics Administration  
U.S. CENSUS BUREAU  
[census.gov](https://www.census.gov)

Source: 2017 Census of Governments:  
Finance - Survey of School System Finances.





# Union Member Savings Just a Touch Away

- Wireless Discount Program
- Mortgage Program
- Everyday Discounts
- Free College Program
- Car and Truck Savings
- Credit Card Program
- Legal Services
- Flower and Gift Savings
- Retiree Health

To find out more about these and all the savings available to union members, visit our website at [unionplus.org](http://unionplus.org)

## [unionplus.org](http://unionplus.org)

# Explore, Vacation on Land or by Sea

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School Leaders at Jokulsarlon Glacier Near the Vatnajokull National Park, Iceland

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## SAN DIEGO UNIFIED SCHOOL LEADERS JOIN AFSA

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the resources and programs needed to better educate children,” said Logan. “In cities and states where teachers went out on strike, being united and affiliated with stronger state and national organizations made a difference in securing changes that benefit students and schools. The new resources and assistance this affiliation provides will make a difference here, too.

“School leaders have some of the toughest challenges in education,” said Logan. “They are told to increase academic achievement, while at the same time they often face restrictions that tie their hands. They are told to do more in schools with less resources. It is time that their voices and ideas are elevated throughout the education community locally, in statehouses and in Washington, D.C.”

“With your affiliation to AFSA and the AFL-CIO, you’re now part of a family of 12.5 million working people that, for more than a century, has fought for fair wages, strong schools and safe workplaces,” said national AFL-CIO President Richard Trumka in a video played during the ceremony.

“AASD is proud to join AFSA as Local 134,” said Donis Coronel, executive director of AASD/AFSA Local 134. “It is time to be part of a larger and more powerful organization to advocate for the public education system, our students and the working conditions of our members.”

“You’re joining our movement at an exciting time: Workers are in motion... in workplaces...on picket lines...at the bargaining table...and the ballot box,” he said. “And school employees are leading the way! Let’s keep the momentum going.”

The decision by AASD to affiliate was finalized in June and officially took effect July 1. AASD represents both certificated and classified managers and supervisors, including:

- Principals;
- Vice principals;

- Central office certificated managers;
- Classified managers and supervisors;
- Police sergeants and captains;
- Transportation services supervisors; and
- Food services supervisors, and more.

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## STUDY: EASING FEARS OF FITTING IN CAN PREVENT MIDDLE SCHOOL SLUMP

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“This is a near-universal experience of young adolescents,” he notes. “They’re forced to make this transition from the more comfortable and familiar neighborhood elementary school, where they were under the care of mainly one teacher, to this much larger school with a larger number of teachers with whom they have to interact, and new classmates from around the city.”

That makes his team’s proposed intervention all the more potentially valuable, especially given its low price

tag—mainly just printing costs—and its ability to be scaled up districtwide easily.

“Rather than wholesale changes, or closing down all the middle schools, this intervention is a productive, targeted way to help kids more effectively and productively negotiate this transition, and for only a couple of dollars per kid,” says Borman, who now is working on replication studies in two other districts. “Schools could easily replicate this kind of intervention across the country.”

Borman, a Vilas Distinguished Achievement Professor of Educational Leadership and Policy Analysis at UW-Madison and a scientist in the School of Education’s Wisconsin Center for Education Research, tested his hypothesis in a double-blind, randomized field trial involving 1,304 sixth graders at all 11 middle schools in the Madison Metropolitan School District, a diverse, K–12 system in the state’s second biggest city. ■



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